

CHAPTER I

INTRODUCTION

A. Background of the Study

Language is very important to communication. It helps students reflect their experience, to express their idea and feeling, and to understand many kinds of meaning. In education aspect, the students must repertoire English to face the global era because English has become an international language. It implies that in Indonesia, English is taught in order that the students more easily get information from other countries. In current years, however, the teaching of English is expanding into primary or elementary school setting (Fauziati, 2005: 169). In the recent years, English becomes a compulsory subject in elementary school. It has been taught from the first year to sixth year.

The purpose of learning English in Elementary School is to make the students use English actively or passively, so that the students can read, speak, write and listen English accurately. Besides the objective of teaching English in Elementary School is to prepare children to have comparative value in the globalization era and introduce English at early ages (English Elementary School Local Content Subject, 1995: 2).

Based on Depdiknas (2003: 6), teaching English in Indonesia is focused on the ability of student's communication. The communication can be in the form of oral and written form. The learners should be capable of learning the four language skills, namely; listening, speaking, reading, and writing.

SDN Karangjati is one of favorite school in Kalijambe although still Minimal Servicing Standard School. Teaching learning process in this school have been supported by some complete facilities such as there are six classroom, one teacher's office, mosque, library, computer laboratory etc. It has wide yard. The students usually ceremony, gymnastics and do other activities in there. Beside that, the location of SDN Karangjati is strategic, so it is easier to reached. There are one headmaster and ten teachers who teach in there. They have good personality, skill and ability in teach to the students. There are addition lesson for the first until sixth year students such as culture and art, java language and computer lesson. The aims of this lesson are to develop skill and talent of students.

In English teaching learning process in SDN Karangjati, the English teacher still used monotonous and traditional method. The teacher was only point on handbook to teaches the students without modified the technique and method. So it make the students felt bored and difficulty in receive of lesson in the classroom. While curriculum that used in English learning was 2006 of Education Unit Stage Curriculum (KTSP 2006).

The 2006 English Curriculum is designed based on the government regulation in the sense that the curriculum has to be Education Unit Stage Curriculum and the learners are expected to be able to communicate in English as one of their skills. The learners also can improve their intelligence, knowledge, personality, and integrity in order to live independently and pursue further education.

A curriculum of language must be able to prepare the learners to get the language competence. To reach the competence, learners need the supporting competence including linguistic competence, strategic competence and socio cultural competence. The learners must have all the competence to get the good result in the learning process.

Vocabulary is central to language and of critical importance to typical language learner. Without a sufficient vocabulary, one can not communicate effectively or express his ideas in both oral and written forms (Fauziati, 2005: 155). It means that students in Elementary School must study English vocabulary and its grammatical rules to make good communication to the other people.

Learning vocabulary is very important part of learning a language. The more words that students know, it will make them more able to understand what their hear and read; and the better students will be able to say what they want when speaking and writing. In vocabulary repertoire, the students must

dominate about the meaning, spelled, written, and pronounced. Because among of them have interrelated. So the students must learn all of them in order to improve their vocabulary repertoire.

The writer will modified TPR method with using realia, picture, and games. Beside the writer's body movements or physically movements, by making connections among words, realia, picture, and games, it will make the process of improving vocabulary repertoire skills faster and more efficient. Beside that, it bring in relaxation and fun for the students, thus help them learn, stimulate the mind, and retain new words more easily.

Based on the observation and interview with the students in SDN Karangjati, the students have problems in learning vocabulary. Firstly, in meaning; the students were feel difficult in understanding the words meaning of English and feel difficult to translate the language, especially in English to Indonesian or from Indonesian to English; 1) English to Indonesian: a) the sentence “ *turn right in the T-junction*”. Nofi translate this sentence “ *belok kanan di perempatan*”. It is wrong. The correct is “ *belok kanan di pertigaan*”, b) the sentence “ *The post office is beside the Bank*”. Lutfi translate this sentence “ *kantor pos di belakang Bank*”. It is incorrect. The correct is “ *kantor pos berada di samping Bank*”, c) the sentence “ *The bookshop is in west side of my house*”. Irin translate this sentence “ *Toko buku di sebelah timur rumah saya*”. The correct is “ *Toko buku di sebelah barat rumah saya*”. 2) Indonesian

to English: a) the sentence “*kantor pos di sebelah kiri Bank*”. Dika translate this sentence into English “*the post office in turn left Bank*”. It is incorrect. The correct one is “*the post office is on the left side of the Bank*”, b) the sentence “*Pulau Bali di sebelah timur pulau Jawa*”. Nuryadi translate this sentence into English “*Bali island is the west Java island*”. The correct sentence is “*Bali island is in the east side of Java island*”, c) the sentence “*Kantor pos diantara Bank dan Supermarket*”. Sonia translates into English “*The post office is beside Bank and Supermarket*”. The correct one is “*The post office is between Bank and Supermarket*”.

Secondly, in pronunciation; the students felt difficult in pronounce the words. Sometime the students still made incorrect pronunciation. It will influence the meaning of the word there is the real case related to the student’s mispronunciation, the students add the vocal sound when they find consonant cluster which does not appear in Indonesian language; a) Faisal pronounce the word “*North*” is “*not*”, b) Syifah pronounce the word “*Turn left*” is “*Tun lef*”, c) Zubir pronounce the word “*South*” is “*Sout*”.

Thirdly, in spelling; the students still made incorrect spelling words, it was written based on the spoken word. For example; a) the word “*go straight*”, Budi spell the word “*go stret*”. Budi's spell is incorrect. The correct one is “*go straight*”, b) the word “*T-junction*”, Ipa spell the word “*T-jangtion*”, c) the word “*Beside*”, Sri spell the word “*Besaid*”.

From the explanation above, there are three difficulties that faced by students in learning vocabulary such as in meaning, pronunciation, and spelling. The difficulties are influenced by several things such as students less to repertoire English vocabulary because they lack to practice do the English exercise; in deciphering the word, it still rolled back with another word; students are reluctant to open a dictionary and more dependent on teacher; in spelling word, it was written based on the spoken word.

The teaching vocabulary for Elementary School needs appropriate technique and method in order that the students do not fell bored and they become active in the classroom. One of the method is TPR method. It gives a way to make teaching vocabulary to children easy and effective. By using it, the Students at SDN Karangjati can discover the relationship between the vocabulary words, and finally it can improve the students vocabulary.

TPR is a method that can built around the coordination of speech and action which attempts to teach language through physical activities or commands (Richard and Rodgers, 1986: 87). The use of commands is the major teaching technique of TPR. The command are given to get students to perform an action. The action makes the meaning of the command clear. The teacher performs the action with the students, later the teacher directs the students alone.

Considering the characteristics of young learner, they need the teacher's body movements or physically movements as a means to ease them catching and memorizing the vocabulary of English. This method is called Total Physical Response (TPR). By using body movements, it is expected that learning English well will be conducted. Claire (1988: 28) states that TPR activities greatly multiply the amount of language input that can be handled by beginning students. TPR activities tie comprehension with the performance in non threatening, low anxiety, whole-body response.

Based on the observation, the writer tries to find the effective solution to increase the vocabulary repertoire by using modified TPR. The writer uses action research and TPR method to improve students' vocabulary. This is because the method used in the classroom was monotonous and traditional, so the students got bored. The monotonous and traditional methods make students lazy to learn English and not interested in English. Finally, the students have limited vocabulary. Here the writer uses action research and modified TPR method that is different from the previous method. By using modified TPR method and action research, it will make students interested in English especially in learning vocabulary and to improve the rationally and justice of their own educational practices as well as their understanding of these practices and the situation in which these practices are carried out. It gives a way to make teaching vocabulary easy and effective.

TPR have advantages, so it is suitable to improve the students' vocabulary. Firstly, TPR method can develop motivation of students. Besides that this method is very easy and the usage of language contains of action so it can help student to learn fast and effectively.

Secondly, teaching vocabulary using TPR method is very useful for students because children like to give response by using physical response first better than using verbal response. It is very suitable when the process of learning is emphasized on physical response in the students' response. Children also not only like to response and act out something new but also intend to know more and more about language by responding the action toward the given command.

Thirdly, This method can facilitate students with the meaning in real context. Students can memorize the vocabulary by looking at the action, even though the vocabulary is not translated. So the presence of action in the classroom is as an imperative to help teacher in explaining the materials for students and in understanding the meaning of vocabulary. Because of this method uses basic command and real context in the process of learning it is very helpful for students to know the meaning.

Based on the explanation above, the writer is interested in improving students vocabulary and in this research she will try to apply TPR as a method in teaching vocabulary. So that, the writer will do a research entitled

**“IMPROVING THE STUDENTS’ VOCABULARY REPERTOIRE USING
MODIFIED TOTAL PHYSICAL RESPONSE METHOD AT SDN
KARANGJATI KALIJAMBE (AN ACTION RESEARCH)”.**

B. Problem of the Study

The main research problem of this study is ”To what extend can modified TPR method improve the students’ vocabulary repertoire at SDN Karangjati?” To answer this problem, the writer raises subsidiary research questions as follows:

1. Can modified TPR method improve the students’ vocabulary repertoire or not?
2. To what extend can TPR improve the students’ in understanding meaning of vocabulary?
3. To what extend can TPR improve the students’ in pronouncing vocabulary?
4. To what extend can TPR improve the students’ in spelling vocabulary?

C. Objective of the Study

Based on the problem of the study, the objectives of the study are

1. To know whether or not, teaching vocabulary using modified TPR method can improve the student’s vocabulary repertoire.

2. To see the students' meaning expansion after teaching vocabulary using modified TPR method.
3. To see the students' pronunciation expansion after teaching vocabulary using modified TPR method.
4. To see the students' spelling expansion after teaching vocabulary using modified TPR method.

D. Limitation of the Study

In order that this research is focused the writer limits this research as follows:

1. The subjects of this research are limited to the twenty students of the sixth year and English teacher at SDN Karangjati, Kalijambe.
2. The object of this research is the teaching learning process in teaching vocabulary repertoire especially in understanding meaning, capability pronounce and spell using modified TPR method of the sixth year students at SDN Karangjati, Kalijambe.

E. Benefit of the Study

The writer hopes that this research have some benefits, especially in teaching vocabulary. The are two kinds of benefit of this research; theoretical benefit and practical benefit.

1. Theoretical benefit

- a. The result of the research can develop the method of teaching vocabulary especially in using modified TPR method.
- b. The result of the research is used as the reference for those who want to conduct a research in the teaching vocabulary repertoire using modified TPR method.

2. Practical benefit

- a. This research help the English teacher to get the variety of activities in teaching vocabulary repertoire using modified TPR method.
- b. It improve both teacher and students ability to solve their problems in vocabulary repertoire.

F. Research Paper Organization

This paper organization is given in order to make the readers understand the content of the paper as follows:

Chapter I is introduction that consists of background of the study, problem of the study, objective of the study, limitation of the study, benefit of the study and research paper organization.

Chapter II is review of related literature that consists of previous studies, theoretical review is divided into three such as general concept of vocabulary,

characteristic of young learners, and general concept of TPR. Next, theoretical framework and working hypothesis.

Chapter III is research method that consist of type of the research, place and time of the study, subject and object of the study, data and the source of data, method of collecting data, technique for analyzing data and performance indicator.

Chapter IV is research finding and discussion.

Chapter V is conclusion and suggestion.